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ABSTRACT

This manual is intended to assist personnel at the local level in achieving equity in vocational education. It presents a planning model for sex equity programs and provides information about nontraditional careers, suggested strategies for informing students about nontraditional careers, and resources useful in developing a program to inform students about nontraditional careers. Chapter I presents the rationale for providing individuals with information about nontraditional careers. Chapter II discusses the five phases in the awareness process through which educators move in their progress toward sex-fair teaching. Chapter III contains the planning model for sex equity programs. It addresses needs assessment, administrative support, identification of areas of impact, and obtaining resources. Chapter IV highlights strategies for administrators, counselors, and teachers to use to increase student awareness and knowledge of nontraditional options. Chapter V lists sources of equity and nontraditional materials, briefly describes selected equity materials, lists selected media available in the area, and contains a glossary of terms. Chapter VI lists projects in equity and nontraditional careers in Texas and names, addresses, and telephone numbers of equal access or equity coordinators of each state. Appendixes include a table of estimated annual salaries of 148 occupations and sample materials field-tested by teachers. (YLB)

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INFORMING STUDENTS ABOUT NONTRADITIONAL CAREERS

A RESOURCE MANUAL

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PROJECTS TO PREPARE STUDENTS FOR NONTRADITIONAL CAREERS: A RESOURCE MANUAL

Sponsored by
Texas Education Agency

Prepared by the
Division of Occupational and
Vocational Education
North Texas State University

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June 1987

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PREFACE

The Vocational Education Amendments of 1976 mandated that sex bias and sex stereotyping be eliminated from all vocational education programs. Congress, in October 1984, passed the Carl D. Perkins Vocational Education Act which set aside special funds which could be used to assist local schools in conducting activities to eliminate sex bias and sex stereotyping. The act emphasizes activities which assist students in selecting and pursuing a nontraditional occupation while developing a marketable skill.

It is anticipated that the information in this manual will assist personnel at the local level in the achievement of equity in vocational education at a high level.

Christine Smart
Equity Coordinator
Vocational Finance and Compliance

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Also gratitude is expressed to the teachers, counselors, and administrators in the three cooperating school districts, Denton ISD, Grand Prairie ISD, and Keller ISD, who field-tested the strategies and activities discussed in this manual. Their input was invaluable. Thank you!

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"RESOURCE MANUAL FOR IMPLEMENTING
STUDENT INFORMATION ABOUT NONTRADITIONAL CAREERS"

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I. INTRODUCTION

Informing students about nontraditional career options is the ultimate goal of this manual. Nontraditional careers are those that have been held traditionally by members of one sex. For example carpentry is a nontraditional occupation for women and nursing is nontraditional for men. The need for informing students about nontraditional options stems from changing economic and societal conditions as well as legislative mandates. A brief review of these issues reveals the importance of providing this information to students.

Building construction occupations provide nontraditional opportunities for women.

A. The Persistent Equity Challenge

The need for considering nontraditional options is one outgrowth of the continuing efforts to achieve sex equity in education and employment. Equity means justice, fairness or impartiality. Sex equity is the freedom from sex bias or sex stereotyping; it may be viewed as nonsexist treatment. It also means freedom from subordination, exploration, or role assignment because of maleness or femaleness. (A glossary of Terms for Sex Equity is on page 45, Chapter V.)

Legislative mandates have been providing support for sex equity for over two decades. An early example is the Equal Pay Act of 1963 which prohibited discrimination in salaries and fringe

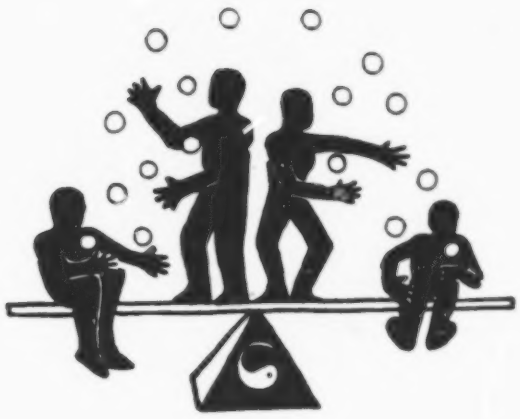
benefits on the basis of sex. Another example is Title IX of the Educational Amendments of 1972, which prohibits discrimination against students and employees in virtually all programs and activities of education agencies and institutions receiving federal financial assistance.

Recently, the emphasis on equity in the Carl D. Perkins Vocational Education Act of 1984 has brought renewed attention to the issue. Three themes are evident in the sex equity provisions of the Perkins Act: (1) assisting single parents, homemakers, and young women to gain marketable skills; (2) creating greater access for women to a broad range of occupations; and (3) reducing the limiting effect of sex-role stereotyping.

The implementation of these legislative mandates and the subsequent monitoring of educational programs generally has eliminated explicit sex discrimination. However, the struggle to reduce implicit societal barriers of sex bias and sex stereotyping still continues. These biases at any level of education impede the consideration of nontraditional educational and career options. Thus, the sex equity challenge persists (Dobry, 1986).

B. Demographics: Changing Labor Force/Changing Family

The labor force is not what it used to be; neither are families. Changes have occurred so rapidly that many have outdated notions about the world of work and the world of families. The real world is reflected in current demographics and projected trends.



Balancing family and employment responsibilities is a juggling act for many employed persons.

One phenomenon of the twentieth century that has raised public consciousness about employment and family life is the increasing numbers of women who have entered and remained in the paid labor force. The Bureau of Labor Statistics projects that this trend will continue through the 21st century (U.S. Department of Labor Statistics, 1986).

Sixty-three percent of all women 18 to 64 years of age, or nearly 46 million women, were in the civilian labor force in 1983 compared with 87 percent of men. Participation was highest among women 20 to 29 years old: 70 percent of them were in the labor force.

In 1983, 63% of all women, 18-64 years, were in the labor force.

Since 1970, the increase in mothers' labor force participation rates has been phenomenal--about 30 percentage points. The increase was about the same for mothers of preschoolers as it was for mothers of school age children. Most of the gain was among married mothers, whose participation rate rose from 40 percent in 1970 to 59 percent in 1984. The rates for other mothers also

advanced, but at a much slower pace. Among divorced women, for example, 79 percent of the mothers were working or looking for work in March 1984, compared with 76 percent in 1970.

One important aspect of this increase is the degree to which mothers today do not leave the job market after childbirth. This is clearly demonstrated in the following comparison of married mothers labor force participation rates:

Age of youngest child	March 1970	March 1984
1 year and under	24.0	46.8
2 years	30.5	53.5
3 years	34.5	57.6
4 years	39.4	59.2
5 years	36.9	57.0

Nearly half of the mothers with a child age one or younger were in the labor force in 1984. By the time the youngest is three years old, married mothers participation rates approach 60 percent, and day care in some form becomes increasingly necessary (Hayghe, 1984).

The relatively high current participation rates of married mothers, especially those with infants, attest, in part, to the turn about in society's attitudes regarding the employment of such mothers. The rates also reflect the fact that married women often delay having children until they have established themselves in the labor market.

Most employed mothers--71 percent in March 1984--work full time (35 hours a week or more). Even when the youngest child is under three, about 65 percent of employed mothers are full-time workers. Divorced mothers are the most likely to work full-time, partly because relatively few have preschoolers. Moreover,

whether they work full or part-time, the majority of working mothers have jobs throughout most of the year. For instance, two of three employed, married mothers worked 40 weeks or more in 1983, mostly as year-round, full-time jobs.

The average woman 16 years of age can expect to spend 34 years of her life in the labor force. This compares with 38 years for a 16-year-old man.

Projections suggest that high school females will spend 34 years working for pay. Nine out of 10 can be expected to be employed for some time.

In 1984, 6.2 million families with children were maintained by the mother alone (widowed, divorced, separated, or never married), and they accounted for one-fifth of all families with children. In 1970, there were fewer than half as many such families, and they constituted only one-tenth of the families with children (Hayghe, 1984). Because single parent mothers are often the sole support of themselves and their children, they are more likely to be in the labor force than married mothers.

In 1984, mothers alone maintained one-fifth of all families with children.

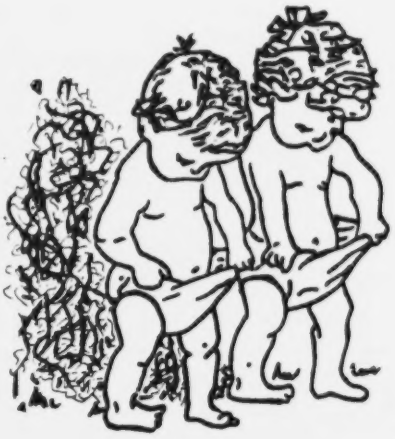
The majority of women work because of economic need. Nearly two-thirds of all women in the civilian labor force in March 1984

were either single (26 percent), divorced (11 percent), widowed (5 percent), separated (4 percent), or had husbands whose 1983 incomes were less than $15,000 (19 percent).

The proportion of married-couple families with the wife in the paid labor force rose from about 40 percent to 52 percent between 1972 and 1983. In 1983, the median income of married-couple families with the wife in the paid labor force was $32,107, compared with $21,890 for married couple families without the wife in the paid labor force.

Today's high school male can expect some responsibility for child care, food preparation, and home maintenance in the future. If he is the one out of every three, or some authorities say two, whose marriage ends in divorce or whose wife becomes ill or disabled, the responsibilities may be totally his.

The average woman earns only 63 cents for every dollar earned by the average man when both are working year-round, full-time. The median wage or salary income of year-round, full-time workers in 1983 was lowest for black women and highest for white men.



Oh, that explains the difference in our salaries!

1983 Median Wage or Salary Income

All Women	$14,192	All Men	$22,410
White Women	14,359	White Men	23,010
Black Women	12,829	Black Men	16,387

Women workers are concentrated in low paying occupations. About 11 million women are clerical workers. The next largest occupations are professional and technical occupations (primarily nursing and teaching) with 5.7 million workers, and service occupations with 3.7 million workers.

Approximately 9.2 million men are in craft and craft-related occupations. The next largest occupations are professional and technical occupations with 5.4 million workers, and operatives occupations with 4.6 million workers.

Between 1972 and 1982, women accounted for 68 percent of the 14 million increase in employment in white collar occupations. However, they continue to constitute large proportions of workers in traditionally female occupations. In 1983, they were 80 percent of all administrative support (including clerical) workers but only 8 percent of precision production, craft, and repair workers; and 70 percent of retail and personal sales workers but only 32 percent of managers, administrators, and executives. A table of the estimated salaries of 148 occupations is in Appendix B. Women were about 6.8 percent of all apprentices in March 1984 (Engelbrecht, Lovelace & Peace 1986). A 12 item questionnaire covering the information in this section is in Appendix A.

C. Future Roles of Men and Women

What does all of this mean? What does the future hold for young people? For girls, it could mean several things. They will probably work for pay at some time in their life. Many of them will work most of their adult lives. They may need to support a family alone. And, depending on the kind of training and education they pursue, they may find themselves in a low-paying job traditionally held by women, or with some guidance and equitable educational experiences in a high-paying job traditionally held by men.

For boys, it also means several things. They may share bread-winning responsibilities with wives who work in the labor force. Boys can also expect to do more "homework," such as cooking, cleaning, and caring for children. And they may feel less pressured to compete for better and better job promotions now that more wives and mothers share income responsibilities.

D. Needs Statement

Why? Women most often hold low paying jobs and are single parents. There is, and will continue to be, a need for them to make higher salaries. The most expedient way for women to increase their salaries is to move into higher paying nontraditional occupations. All women and men should have the freedom to chose occupations on the basis of interest, ability, and need, rather than sex.

Who? Any individual who has been assigned the responsibility or accepts the responsibility for achieving sex equity and providing information about nontraditional career must be knowledgeable about nontraditional educational and career options as well as sex equity issues and legislation.

The bottom line for all educational programs should be to provide equal educational opportunities for all persons. These programs should support each person in selecting and preparing for an occupation that is personally interesting and rewarding and provides a reasonable standard of living.

When? Now! As evidenced by the review of legislation and societal and economic conditions, the need to provide individuals with information about nontraditional careers is long overdue.

What? This Resource Manual for Informing Students About Nontraditional Careers provides:

(1) a planning model for sex equity programs and provides information about nontraditional careers;

(2) suggested strategies for informing students about nontraditional careers; and

(3) resources that will be useful in developing a program to inform students about nontraditional careers.

II. AWARENESS PROCESS

A student's educational experiences are made up of subject matter, educational matter, educational materials, classroom activities, and interactions with teachers, counselors, and other students. Teachers and counselors have a major influence on all of these factors. All students need to see themselves reflected in their educational experiences in a positive way. If their experiences do not include examples that they can personally identify with or perceive as representative of themselves, they can become disinterested in and even alienated from their educational experience.

When males and females experience different treatment due to their sex that concurs with the sex stereotyping in the educational materials, there is an accumulative effect. This accumulative effect results in students becoming even more accepting of and limited by the differences ascribed to each sex and as a result, usually select classes that have historically been pursued by their sex. These limitations, many of which are very subtle and all but invisible, continue to prevent students from exploring and developing their full range of potential interests and talents.

There are at least five phases or stages that educators move through in the process of progressing from teaching or counseling in a way that reinforces sex-stereotyped behaviors to establishing classrooms and counseling situations that deal with sex equity in an affirmative manner and support the exploration and acceptance of nontraditional occupations.

A. Phase One: Awareness of Sex Stereotyping

Awareness includes a continued increase in sensitivity to sex stereotyping and bias. The greater awareness, the greater the sensitivity and recognition of the subtle and hidden messages that say males and females are to be treated differently. This sensitivity is not limited to sex stereotyping females; it also includes recognition of the many ways sex stereotyping limits males.

As this awareness and sensitivity deepens, you begin to realize sex stereotyping and bias is in just about every aspect of our lives. One man commented, "Good grief! I never realized it before, but they even have our shirts button differently in the basis of sex" (Faris, 1982, p. 4).

B. Phase Two: Understanding the Barriers Imposed by Sex Stereotyping and Bias and How These Barriers Limit Options

Phase two is marked by a realization or understanding of the kinds of barriers imposed upon people by sex stereotyping and bias and how these barriers limit options. Sex bias and stereotyping limits people in their external environment as men and women are channeled into different careers and types of work. It also includes understanding the internal limits sex stereotyping creates for people. The man who can not express despair or grief by crying because of the stereotyped ideas that "big boys don't cry" has internalized this idea to the point that it prevents him from showing a very important and necessary human emotion. The young woman interested in going into engineering can develop an internal barrier upon hearing comments like, "Not very many women go on for engineering because of the math," "Women generally don't

do as well as men in mathematics," and "Math ability seems to be a male characteristic" (Faris, 1982, p. 4).

C. Phase Three: Self-Assessment of Attitudes and Behaviors

An important step in changing behaviors is examining and assessing one's own attitudes and behaviors. This assessment phase can take a long time because some of the behaviors that need to be identified and changed may have been conditioned since birth. Some examples of these well-learned (and usually well-intentioned) behaviors include:

1. expecting males to always do the heavier tasks;
2. referring to females as girls instead of women, even when they are well beyond twenty years of age;
3. referring to female friends of males as "girlfriends" and male friends of females as "boyfriends"; and
4. discouraging males from showing and dealing with their emotions (Faris, 1982, p. 5).

Carrying out this self-examination of one's behaviors and their possible effect on others is critical if one is to serve as a positive role model.

D. Phase Four: Actively Changing Behaviors and Attitudes

Phase four involves providing learning experiences for students so they begin experiencing the initial phases of awareness and understanding. Because these behaviors and attitudes have been continuously reinforced throughout a person's lifetime, this is not a one-time proposition. It requires a continuous and conscious effort on the part of teachers, counselors, and administrators.

One teacher of an all-male machinist class displayed his commitment in several steps. First, he carried out some activities with the class to increase their understanding of sexist language behaviors. Then he established a procedure that

every time he slipped and used sexist language or behaviors, the student who spotted it could mark a big black X on a large calendar. Eventually, the students asked if they could have a calendar on which they could mark an X when one of them slipped. In time the students' awareness spread to concerns about sexist language, behaviors, materials, and assignments in other classes.

E. Phase Five: Willingly Expanding Career Expectations and Opportunities

A willingness to explore and accept educational and occupational options based on interest and aptitude rather than sex is an important outcome of this process. As discussed in chapter one, economic and societal conditions have brought about the high rate of labor force participation by both males and females. However, females are still making substantially lower salaries and are more likely to be heading single parent households. The quickest way for women to improve their salaries is to move into nontraditional occupations. This move is much less difficult and more likely to occur individually and globally if women are not hampered by their own sex bias and stereotyping attitudes and behaviors. Likewise, the acceptance of responsibilities associated with caring for the home and nurturing children will be easier for men who have been through the awareness process and are no longer limited by sex biases and sex stereotyping.

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III. PROGRAM MODEL FOR PLANNING

A. Assessment of Need

Rationale

As used here, planning is an administrative function essential to making decisions--decisions that will be required in developing, implementing, and evaluating programs, services, and activities to meet an identified need of an organization, institution, or school.

Therefore, the first step in the planning process is to determine if a need exists. For the purposes of this manual, the question is "What is the need for an organized program for informing students about nontraditional careers?" To what extent are we (your school) in compliance with specific section of the Educational Amendment of 1976 (Title II, Relating to sex equity provisions) and the Carl D. Perkins Act of 1984 (P.L. 98-524)?

Three purposes of the Carl D. Perkins Act are directly related to sex equity. They are as follows:

- assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially ....
- assist the states to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of the act.
- improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers (section 400.1)

Additional requirements for programs or services to remove sex bias and sex stereotyping and providing equal access to vocational programs and services are found in Standards I and II of the monitoring instruments used by the Texas Education Agency

to determine if the local schools are in compliance with state and federal laws.

To simply state that all students will have equal access to vocational programs is not sufficient. Are students, especially females, provided information that would encourage them to consider taking advantage of the equal access provision? The assessment is not made just to determine the efforts of administrators, counselors, and teachers for just being in compliance with the equal access requirement. The assessment must be made to determine if students' needs for information to take advantage of equal access is being met. The assessment should also determine the need for activities to assist counselors and teachers to ensure that they will not knowingly perpetuate sex stereotyping and sex discrimination.

Assessment Activities

Following are three lists of suggested assessment activities that may be used to identify the need for a program which informs students about nontraditional careers.

Suggestions for Administrators

. Gather statistical information on the following for 1983-84, 1984-85, 1985-86, 1986-87:

- total number of students enrolled in local programs,
- number of students enrolled in traditional courses (include percentages by sex and age),
- number of students (include percentages by sex and age) enrolled in nontraditional courses,
- projected worker supply and demand for 1985-90 (from the Texas Employment Commission) by job title,
- categories for number of workers expected to be trained through secondary programs, government training programs, and private vocational school programs from available government statistics,
- projected number of workers to move into the State,
- number of students by sex enrolled in Vocational Student Organizations such as:

FFA	DECA
FHA/HERO	HOSA
OEA	VOCT
VOCCT	VICA

- facilities and equipment to determine ability to meet the needs of existing and projected programs which should include sex equity actions,
- number of distribution by sex of school district employees.

. Examine the following student information, compiled according to sex of students:

- student placements and compensation in work-study programs,
- the number of counselors assigned to students,
- the school course completion rates,
- the number of job placements of students in occupations for which trained, and
- the number of students placed in work study, apprenticeship and cooperative work positions and placement locations.

. Encourage faculty to evaluate their own sex-fair teaching behaviors, using self-assessment and student feedback questionnaires.

. Survey attitudes of the groups listed below toward sex bias in vocational programs and nontraditional job opportunities:

1. local school boards	6. students
2. personnel directors	7. parents
3. high school principals	8. community leaders
4. employers	9. professional groups
5. faculty	10. civic organizations

. Analyze data by sex by comparing the current status of students with the projected needs and goals of the programs offered.

. Disseminate needs assessment and program status findings to all appropriate district education personnel (vocational high school and junior high), students, parents, employees, employers, media, and interested community groups.

Suggestions for Counselors

. Conduct a needs assessment of all entering nontraditional students prior to their beginning coursework.

. Periodically conduct assessments for biases in counseling practices, utilizing feedback from students, parents, and employers.

. Review records to identify patterns of bias on the basis of students' age, sex, and economic status.

Suggestions for Teachers

- Periodically assess classroom teaching practices by obtaining feedback from students and parents.
- Determine whether existing courses give equal emphasis to the achievement of both men and women.
- Examine courses for differential performance standards, graduation requirements, work groups, and assignments for either sex.
- Systematically review all existing instructional materials for evidence of sex bias.

Preliminary to conducting the needs assessment a survey may be conducted of administrators, counselors, and teachers. The primary purpose of the survey is to create an awareness of the purpose for the needs assessment. The forms for the survey are presented in Appendix C.

The findings of the needs assessment will determine to what extent there is a need for an organized program or effort to inform students about nontraditional careers. The findings will also provide the basis for developing a rationale or statement of need for the program.

B. Administrative Support

Without the support of the administration, it would be fruitless to plan or attempt any activity that requires the efforts of more than one individual within the school. In order to obtain administrative support, the superintendent must be aware of the need for the program or activity. In some schools administrative support will be essential to conduct an official assessment of need. It is the administrator who can assign persons the responsibility for conducting an assessment and developing a rationale to determine the need for an organized

equity program in vocational education. When the assessment is completed and the statement of need or rationale is developed, it can be presented to the superintendent. The superintendent, using the statement of need, can secure the support of the school board for continuation of the planning activities.

After obtaining the necessary administrative support, a task force should be created to develop a plan which would design a program, services, and activities designed to meet the identified needs.

C. Identification of Areas of Desired Impact

The results of the needs assessment will identify the areas in which the impact is most needed (i.e. administrative policies, curriculum materials, teacher awareness, guidance services). After the areas of desired impact have been identified, a specific program, and/or services and activities can be designed. In many cases it may be found that impact in some areas may be achieved by planned infusion of a concept or knowledge into an existing activity or lesson.

As the activities are identified for the designed program, it will be necessary to identify the need for new materials and personnel. In many cases the materials are readily available and inexpensive or free. In most cases new personnel will not be needed. A program designed to meet the equity needs of a large school district may need only a portion of someone's time to coordinate all of the planned activities. The suggested strategies presented in Chapter IV of this manual required only 10 percent of an individual's time for coordination and direction in a school district.

D. Obtaining Resources

The design of the program and the planned activities will determine the kind and amount of resources needed. Examples of Resources are presented in Chapter V of this manual.

In many cases the resources which you need for the planned activities are currently available without cost in your community. For the implementation of a new program, it will be necessary that one person be assigned the responsibility of developing, implementing, coordinating, and evaluating the program. This assignment may be given to a curriculum director or vocational counselor within the school system. If the work schedules of such individuals do not presently permit the additional assignment, a school district may make application to the Texas Education Agency for funds to carry out the functions of a local sex equity coordinator.

IV. STRATEGIES FOR ASSISTING STUDENTS

A vital element of Project SINC involved staff working with counselors and teachers from three school districts to:

(1) increase the school personnel's awareness of equity issues,
(2) identify strategies to inform students about nontraditional options,
(3) to develop plans to infuse information into existing programs, and
(4) to field-test strategies for informing students about equity issues and nontraditional options.

The next section of this chapter discusses the strategies field-tested by the school personnel and their comments about those strategies. The second section is a list of suggested strategies for administrators, counselors, and teachers to use to increase student awareness and knowledge of nontraditional options.

A. Strategies Field-Tested by School Personnel

1. Strategies field-tested by counselors

The counselor's experimented with a range of strategies to inform the community and other school personnel as well as students about nontraditional options. This broad based approach is optimal because only when the important persons in a students' environment--parents, counselors, teachers, administrators, community leaders, and other students--are informed about and accepting of exploring and choosing nontraditional careers will the students feel free to make these choices.

STRATEGIES	COMMENTS BY FIELD-TESTED PERSONNEL
a. Volunteer for participation as a program presenter for the school district's speaker bureau. Develop presentations on equity issues and nontraditional career options.	Field-test personnel targeted PTA groups in district and civic organizations. They reported that the presentations were well

	received. The strategy was effective in increasing community awareness.
b. Distribute facts about nontraditional workers and careers through bulletin boards.	Commercial art students made posters reflecting information about nontraditional careers. Posters were displayed at the junior high schools in the district. Positive comments were made by both students and teachers.
c. Conduct a teachers in-service focusing on the requirements and implications of Title IX and nontraditional issues.	Counselors gave a presentation on the legislation and showed the video, "Break-Out" at in-service meeting. Vocational faculty members commented that they learned from the presentation. The video was described as informative.
d. Increase awareness of nontraditional careers of the local Vocational Advisory Council by having them complete a survey, "Attitudes Toward Nontraditional Careers." Follow-up with a discussion of survey and members ideas about nontraditional careers. (Survey is in Appendix D)	Advisory Council members commented that this strategy was an effective way of bringing the need to expose students to the idea of nontraditional careers to their attention.
e. Make a concentrated effort to ensure that students electing to enroll in vocational training are making informed choices based on an understanding that not <u>only</u> are all courses open to males and females, but that nontraditional courses may be viable options appropriate to individual needs and interests. The following activities were targeted for this effort: 1. individual counseling of each student about possibilities of	Counselors commented that these activities were ideal times to discuss nontraditional careers.

placement process for following year;
2. junior high course selection/ orientation by campus counselor; and
3. sixth grade tour of vocational facilities.

f. Help students consider their aptitudes as measured by the DAT (Differential Aptitude Test) and relate to nontraditional careers. Test results were returned individually in a planning conference with parents.

DAT results are returned in percentile scores by same sex and opposite sex. Provided an opportunity to see the similarities in measured aptitudes of both sexes and to discuss possible career choices of ninth grade students. Students were encouraged to not let their choices be limited by traditional thinking.

g. Organize a panel of nontraditional workers to visit high school. Have journalism class interview the panel concerning their jobs as nontraditional workers. Video tape the session for use in an article for the school newspaper and/or the community newpaper.

The school newspaper goes out in the local newspaper so a large portion of the community was reached. The taping session went very well. Students were very attentive.

h. Increase teacher/counselor issues. Place short surveys about nontraditional issues, VOICE newsletter, fact sheets about demographics, etc. in boxes of teachers and other counselors for their perusal and for discussion during home room periods.

Interest and awareness the teachers and counselors did not realize that they were involved in an activity to increase awareness of equity and non-traditional issues.

i. Create an awareness of nontraditional options among students, teachers, and administrators. Students were asked to complete a shortened form of the survey, "Attitudes Toward Nontraditional Careers" (Appendix D).

Counselors surveyed 600 students, ninth through twelfth grade. Honors students could not keep quiet during survey. They wanted to comment and question. Students in regular and basic classes were much quieter. Only a small percentage disagreed with the positive

	with the positive statements on nontraditional careers. However, many students had no opinion.
j. Encourage a special issue of school newspaper on nontraditional occupations. The issue could feature interviews with nontraditional workers, current demographics, statistics on median salaries, and other related topics.	Counselors indicated that students took the project over. The students' enthusiasm was so high that it was almost frightening.

2. Strategies field-tested by teachers

Teachers discovered that in general, strategies to create an awareness of sex role stereotyping and to create an awareness of nontraditional options were more effective at the junior high level. In most situations, the seventh and eighth graders had not given enough thought to career choice to willingly deal with information about career selections of any type--traditional or nontraditional. High school students were more interested in information about nontraditional educational and occupational options. Many high school students seemed to already be knowledgeable about the information on sex stereotyping and sex bias.

Another interesting finding was that younger students from more affluent areas were less interested in dealing with information about nontraditional options. The prevailing attitude was my family will take care of me. Common statements were, "I do not have to worry about these issues," or "My parents will buy my car and pay for my apartment."

High school level students in honors English classes were very excited about information about nontraditional options. In an

attitude survey about nontraditional careers, the honors students were generally the most positive towards nontraditional occupations. The students enrolled in regular and basic classes were more traditional in their attitudes. The most unexpected finding of the survey was the large number of students who had no opinion about nontraditional educational or occupational options or nontraditional roles in the home.

Materials and activities to increase awareness of sex role stereotyping and bias and nontraditional options are widely available. Sources include state equity coordinators, equity projects, organizations, and commercial publishers. A list of resources is in Chapter V.

Field-test personnel included both vocational and academic teachers. Vocational areas included were home economics, CVAE, occupational investigation, and horticulture. Academic teachers were in the areas of biology, English, and psychology. Teachers seemed to choose activities and strategies based on age, economic status, and academic ability of students rather than subject matter. Modifications of materials were made to adapt them to specific needs and situations. For example, interest surveys and questionnaires were shortened or physical responses, such as folding arms or standing in certain locations in room were substituted for standard formats.

Several methods were used to infuse materials into the existing curriculum. Some teachers set aside one day a week to work on activities and concepts. Others integrated a few activities into ongoing units. Still others developed complete units on equity issues and nontraditional options. The

effectiveness of the approach rests with the instructor being sensitive to the needs of students. One caution that was voiced is that students can become overpowered or turned off if information is presented too rapidly. Students, just like adults, need time to develop an awareness, change attitudes, and finally take action.

The following section reviews selected activities field-tested by teachers that participated in Project SINC.

STRATEGIES	COMMENTS BY FIELD-TEST PERSONNEL
a) Discussion of "What is Sex Role Stereotyping?" (Example of handout in Appendix D)	Used at both junior high and senior high level successfully to introduce idea of sex role stereotyping.
b) Examine written language for sex bias. (Example of materials in Appendix D, occupational language)	Used in junior high home economic, English, CVAE, and horticulture. Handouts had a definite positive impact. Students worked hard to re-write the examples.
c) Survey students on "Attitudes toward Nontraditional Careers" (Appendix D)	Junior high students interested in the thoughts presented.
d) Case studies that examine traditional and nontraditional life styles. Self-evaluations of skills and attitudes. (Example, "Once Upon a Time" in Appendix D)	Students enjoyed activity and became very involved in discussion.
e) Questionnaire to increase awareness that sex-role stereotyping exists throughout life (Example, "Traditionally speaking", Appendix D)	Material was interesting to students and positively impacted their thinking about non-traditional roles.

	Effectively integrated into a unit entitled "Why work" in an occupational investigation class
f) Analyze television commercials, television programs, and magazine advertisements for sex bias and sex stereotyping. Develop table or form to assist with analysis.	It may be necessary to target certain commercials that would increase understanding of equity because of the large number of commercials. Used effectively at both junior high and senior high level.
g) Interview a variety of people concerning their attitudes about traditional and nontraditional roles (Example, "Going to the Source, Personal Interviews" in Appendix D).	Helpful to require students to interview an equal number of males and females and an equal number of persons over age 30 and under age 30.
h) Provide students with information regarding decision making i.e. the process, strategies, differentiating between good and bad decisions. Provide students the opportunity to practice decision-making through case studies, simulations, and other activities.	Strategy was integrated into a unit on educational planning in an occupational investigation class.
i) Use magazine pictures, story headlines, and advertisements to make collages depicting male sexrole stereotypes and female sexrole stereotypes could also do a collage of non-sex stereotyped material.	Used in CVAE cooperative class. Students became involved and reflected increased awareness of sex stereotyping.

TODAY CLASS, WE'RE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS...
-CYNTHIA, STOP SCRATCHING! IT'S NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS - REGARDLESS OF THEIR SEX
HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES.. BOYS DON'T FIDDLE WITH THEIR HAIR!
-YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER.
AH! THERE'S THE BELL. ALRIGHT: CLASS DISMISSED!
-GOOD HEAVENS, ANNE! DON'T LIFT THAT STOOL - LET GEORGE DO IT!!
...OH, IT FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!
Cartoon by Elsa Bailey

Source: **Women's Action Alliance**
370 Lexington Avenue, Room 603
New York, NY 10017
(212) 532-8330

B. Other Suggested Strategies

1. Strategies for Administrators

SUPPORTIVE CLIMATE

- Provide adequate facilities, maintenance, equipment, and instructional and resource materials for all programs so that both sexes can participate equally.
- Review funds appropriated for faculty, facilities, and equipment of traditional single sex classes to insure equitable funding of traditionally male and traditionally female classes.
- Secure grants for innovative programs related to the provision of sex equity.
- Provide support services, such as counseling, job development, and job follow-up for students in nontraditional occupational areas.
- Monitor participation in occupational student organizations to encourage equal participation.
- Avoid overemphasizing the assured difficulty of nontraditional students in finding related employment.
- Increase teacher/counselor awareness and responsibility for enrollment patterns in the school.
- Do not assume that female personnel are less sex biased in their attitudes and behavior than male personnel. There is a wide range of individual differences in these attitudes.
- Encourage enrollment in college and graduate level courses offered on the topic of sex bias.
- Encourage attendance at professional meetings and conferences that deal with sex equity (offer inservice credit for attendance, provide release time and/or conference fees.)

*Project VOICE/MOVE, Regional Planning Center, 1015 Wateruliet-Shaker Road, Albany, New York 12205

SUPPORTIVE CLIMATE (CONT.)

. Include sex-fair teaching techniques in faculty evaluations.

. Offer inservice training programs which stress the importance of expanding options for males and females in careers and family life preparation.

Possible topics are:

- current and future opportunities and earnings in the labor market
- nonsexist writing workshop
- legislative updates on Title IX, Carl Perkins
- recognizing sex-biased teaching behaviors

. Develop a projected timetable to eliminate sex bias in administration, faculty and student body.

. Commit time and resources necessary to have a nonsexist environment.

. Recruit men and women for nontraditional positions.

. Advertise job openings through local, professional, and trade organizations, emphasizing equal opportunity for both sexes.

. Seek applicants from postsecondary institutions who train occupational teachers of both sexes.

. Publicize job openings through local businesses and advertise job availability locally.

. Utilize the local "grapevine" for locating potential applicants (including knowledgeable sources such as faculty, cooperating businesses, women's groups, professional and trade organizations.)

. Review all recruitment materials for overt and covert sex-biased language and illustrations.

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COMMUNICATION & PUBLICITY

. Utilize school communications networks, such as newsletters and memos, to reinforce the importance of eliminating sex bias by providing information and resources for teacher use.

. Use time at regularly scheduled faculty and departmental and guidance meetings to increase awareness of sex bias.

COMMUNICATION & PUBLICITY (CONT.)

- Publicize the availability of information, films, media, etc. on the issue of sex stereotyping and bias for teacher use in classrooms and at faculty/department meetings.
- Share relevant publications and articles that illustrate the success of individuals in nontraditional careers.
- Encourage nontraditional teachers to serve as resources.
- Advertise existing programs and institutional interest in enrolling nontraditional students of both sexes.
- Develop public service announcements to be used by local television and radio stations.
- Prepare a status report each year on all accomplishments related to the plan of action.

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COURSES & SCHEDULING

- Revise and schedule programs to encourage all students to participate in consumer and homemaking education.
- Monitor class schedules so that both sexes can participate equally in all occupational education programs.
- Increase efforts to introduce all pre-adolescent students to all types of work, especially vocational/technical training.
- Attract students to nontraditional training on the basis of interest, ability, and working conditions through earlier and broadening hands-on experiences, especially in elementary grades.
- Examine courses for differential offerings and/or entrance requirements for males and females enrolled in the same course.
- Examine the criteria established for acceptance or rejection of course proposals to assure that they are not biased toward traditional male and female interests exclusively.

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MATERIALS

- Utilize sex equity task force and/or department faculty or citizen volunteers to establish sex fair criteria for district textbooks, and A-V recruitment materials.
- Utilize the libraries as a school resource to set up displays and familiarize students and teachers as to available materials that portray workers and students in nontraditional areas.

****

COMMUNITY RELATIONS

- Cooperate with other schools at all levels to break down stereotypes of both sexes.
- Meet with equal rights groups to publicize school concern and benefit from their experience.
- Hold open meetings with students, faculty, parents, and community advisory council to discuss needs.
- Have faculty and administration observe nontraditional workers in industrial settings.

2. Suggested Strategies for Counselors

SUPPORTIVE CLIMATE

- Organize career fairs or career days to familiarize students with the wide range of job opportunities for both sexes.
- Avoid overemphasizing the assumed difficulty of nontraditional students in finding related employment.
- Have teachers in nontraditional roles act as counselors to those interested in similar nontraditional careers.
- Be prepared to endorse your qualified nontraditional students personally and provide follow-up activities in order to help with any difficulties they may encounter at work site.
- Provide special follow-up support, such as counseling, in situations in which a nontraditional placement is made for the first time with an employer.
- Offer special counseling services when possible, e.g., supportive peer groups, parent groups, and sessions with on-the-job training personnel.

SUPPORTIVE CLIMATE (CONT.)

- Offer preparatory socialization programs as nontraditional students are about to enroll.
- Initiate training that highlights the differences in barriers for nontraditional women and nontraditional men.
- Encourage the participation, especially in leadership roles, of both females and males in all occupational youth organizations. Insure the elimination of sex bias and stereotyping in program activities.

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COMMUNICATION & PUBLICITY

- Issue press releases and invite feature stories illustrating the positive effects of expansion to nontraditional opportunities.
- Set up displays which can be placed at community gatherings, career days and open house events demonstrating expanded opportunities for both sexes.
- Organize speakers in nontraditional fields (e.g. members from industry on your advisory board) to visit schools to discuss career opportunities.
- Hold meeting with staff and faculty to familiarize them with the programs available. Emphasize the appeal of programs to both sexes and the success of students who have trained in these areas.
- Conduct staff development sessions for counseling staff about the "in-school" and "out-of-school" needs and problems of nontraditional students.
- Actively encourage presentations by postsecondary institutions for all senior high level students on opportunities for the future in vocational education.
- Actively publicize availability of nontraditional offerings to students.

COMMUNICATION & PUBLICITY (CONT.)

. Use opportunities such as auditorium presentation to provide students information on:

  - current and future opportunities and earnings in the labor market;
  - reasons to consider nontraditional occupations;
  - problems to be overcome in the pursuit of nontraditional careers;
  - the vocational preparation needed and available in nontraditional fields.

. Develop a working knowledge of equity legislation. Inform students of their legal rights to nontraditional enrollments and employment opportunities.

. Make a point of explaining nontraditional opportunities when students display the indicated aptitudes in a vocational field.

. Inform students of relevant research findings about nontraditional job satisfaction, wages, rate of unemployment and other findings about pioneering workers.

. Involve parents whenever possible in the planning process for nontraditional enrollment and job-site programs.

. Post telephone numbers where students and parents can call to learn about nontraditional programs.

. Design a brochure featuring male, female, minority, and handicapped persons in vocational education and industry. Be sure to include "success stories" about former students who have entered nontraditional fields.

. Produce a slide/tape, videotape or other media presentations about the vocational school and its programs. Avoid showing stereotyped pictures. Have students in nontraditional shops accompany the audio-visual presentations to elementary and junior high grades to talk with students in small groups.

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COURSES AND SCHEDULING

- Examine the balance of course offerings which have traditionally had single sex enrollments.
- Schedule classes at flexible hours to allow for optimum sex integrated enrollments.
- Revise course descriptions and titles where necessary to attract both sexes.
- Encourage pre-vocational nontraditional enrollments to build basic skill level of students.
- Build flexible career exploration programs which treat a cluster of related occupations. Students may be more likely to perceive nontraditional opportunities in a favorable light than in narrow vocational programs.
- Schedule nontraditional students together whenever possible to enhance peer support.
- Visit other institutions that have successful nontraditional programs.

****

MATERIALS

- Review all recruitment materials, and course and program descriptions, for overt and covert sex bias in language, pictures and course titles.
- Have school librarians make an effort to alert students to the possible presence of sexism in any of the materials they may read.
- Check all displays currently posted of being planned for sex bias. Assure that nontraditional choices are represented.
- Eliminate or revise all guidance and testing materials with evidence of sex bias in wording, content and statistical interpretation. (such as interest inventories)
- Examine all public relations information (catalogues, brochures) for clear evidence of sex-fair perspective.
- Review guidelines for evaluating vocational tests for evidence of sex bias.
- Develop recruitment materials directed at nontraditional students.

****

COMMUNITY RELATIONS

- Promote linkages with affirmative action and personnel offices of local employers.
- Maintain contacts with other influential groups (trade unions, women's groups, service clubs, parent associations, etc.) to promote equity efforts.
- Arrange for junior and senior high school guidance counselors to visit nontraditional employees and student placements in industrial settings.

3. Suggested Strategies for Teachers

SUPPORTIVE CLIMATE

- Organize career fairs or career days to familiarize students with the wide range of job opportunities available toboth sexes.
- Have teachers in nontraditional roles act as counselors to those interested in similar nontraditional future careers.
- Develop a program for instructional staff focusing on individual attitudes, sharing experiences about student abilities, discipline situations and other aspects of having nontraditional students in the class.
- Formulate an affirmative action plan which addresses any inequitable situations in which one sex has not beenrepresented or has been limited in numbers. Include a discussion of recruitment, hiring, promotion, referral and procedure for adjusting salary inequitities.
- Encourage participation and leadership of both females and males in all occupational youth organizations. Eliminate sex bias and stereotyping in program activities.
- Examine youth group constitutions and by-laws for overt and covert forms of sex bias and discrimination.
- Encourage student awareness of nontraditional options by suggesting exploration activities to student organizations.

****

COMMUNICATION & PUBLICITY

- Use opportunities such as auditorium presentations to provide students with information on current and future opportunities and earnings in the labor market; reasons to consider nontraditional occupations; problems to be overcome in the pursuit of nontraditional careers.
- Through staff development and dissemination of research findings, increase teacher awareness of their impact on students' career choices.
- Discuss and develop strategies with other teachers especially those with successful nontraditional students.
- Prepare bulletin board displays in classrooms featuring persons in nontraditional roles.
- Disseminate research findings about the influence of sex stereotyping on student behavior and achievement.
- Organize teacher volunteers into a corps of speakers knowledgeable about the opportunities for both males and females in traditional and nontraditional areas of vocational education. Arrange for them to visit feeder schools, junior highs, and elementary schools to speak to potential students.

****

COURSES & SCHEDULES

- Encourage prevocational, nontraditional enrollment since course experience influences enrollment.
- Build flexible exploration programs which treat a cluster of related occupations as students may be more likely to perceive nontraditional opportunities in a favorable light than in narrow vocational programs.
- Provide more and earlier opportunity to explore nontraditional options at the elementary and junior high levels.
- Offer short introductory programs to junior high students during the summer vacation periods and as electives during the school year.
- Develop hands-on exploratory programs for faculty in elementary and junior high grades so they can better communicate with students about vocational education opportunities.

COURSES & SCHEDULES (CONT.)

- Integrate work world and family living issues into coursework to help boys and girls prepare for interaction within their future and personal life.
- Meet with other schools that have innovative course offerings to get ideas for introducing similar courses.
- Determine whether existing courses give equal emphasis to the achievement of both men and women.
- Examine courses for differential performance standards, graduation requirements, work groups, and assignments for either sex.

****

MATERIALS

- Systematically review all existing instructional materials for evidence of sex bias.
- Reduce the impact of materials currently used which show evidence of sex bias (for example, use discussion questions with students that point out the strengths and weaknesses of materials).
- Purchase and/or develop bias-free materials whenever possible.
- Develop and make available supplemental resource materials which reflect flexible contemporary occupational roles for women and men.

****

COMMUNITY RELATIONS

- Provide field trips for students to visit a variety of businesses and industries employing nontraditional persons.
- Invite nontraditional workers into occupational classes, to speak with students about their experiences and the opportunities in their fields.
- Invite representatives of labor organizations to serve as resource people for inservice training of staff.

V. RESOURCES

There are a variety of sources of materials on equity and nontraditional options. The costs of these materials range from free or inexpensive to costly. Since many of the materials are similar, it is wise to carefully check the various sources in order to find reasonably priced materials that will fill your specific needs.

State Equity Coordinators are valuable resources for equity and nontraditional information. Their names, addresses, and telephone numbers are listed in Chapter VI. Other sources of equity information are listed in Part A of this chapter. Part B briefly describes selected equity materials and Part C lists selected media available in the area. There are many other resources available that will be useful to administrators, counselors, and teachers and many new materials are being developed under the Perkins Act. This listing is provided as a "starter."

A. Sources of Equity and Nontraditional Materials

Girls Clubs of America (GCA) National Resource Center
441 West Michigan Street
Indianapolis, IN 46202
317-634-7546

Supported the development of materials in decision making and career awareness: Choices and Challenges are described in next section.

National Center for Research in Vocational Education
National Center Publications
1960 Kenny Road
Columbus, OH 43210-1090
Call toll free 800-848-4815 outside Ohio in Continental United States or 614-486-3655

A variety of resources are available ranging from sex equity training packages for classroom use to guidelines for developing promotional materials that can be used to recruit students for nontraditional programs.

Technical Assistance Center of the Southwest
Stephen F. Austin State University
P.O. Box 13010 A
SFA Station
Nacogdoches, TX 75962
409-568-5307

Large collection of media and printed material available for loan. Only cost of materials is return postage. Catalogs available upon request.

Women's Bureau
U.S. Department of Labor
200 Constitution Ave., N.W.
Washington, DC 20210
202-523-6611

or

Women's Bureau
U.S. Department of Labor
1371 Peachtree Street, NE
Room 323
Atlanta, GA 30367
404-881-4461

The Women's Bureau funded the development of Women in Nontraditional Careers (WINC): Curriculum Guide. The guide is no longer available through the U.S. Government Printing Office, but copies are available at many libraries, women's centers, and universities.

Women's Educational Equity Act (WEEA) Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
617-969-7100
Toll free: 800-225-3088

Large collection of media and printed materials in areas of equity, sex stereotyping, and career awareness available for purchase. Films and cassettes may be rented.

Resources for Educational Equity - Catalog describing all available materials. Free.

B. Selected Equity and Nontraditional Materials

Choices: A Teen Woman's Journal for Self-awareness and Personal Planning ($12.92, discounts for multiple copies)

Challenges: A Young Man's Journal for Self-awareness and Personal Planning ($12.95, discounts for multiple copies)

Instructors Guide ($9.95)

Developed by Mindy Bingham and Judy Edmondson through a Girls Clubs of America project. Although some questions have been raised about whether having separate workbooks for males and females violates Title IX, these write-in journals that encourage self-discovery, help young people become aware of economic realities, and facilitate the development of goal setting and decision-making skills have been widely used in classrooms, group settings, and by individuals.
(Available through Girls Clubs of America (GCA) National Resource Center, listed in Part A of this chapter)

Choosing Occupations and Life Roles, 1983. Charleston, West Virginia: Appalachia Educational Laboratory.

Designed to impact the problem of sex-role stereotyping in occupational choice. Its four volumes provide activities, evaluations, and references for teachers and counselors.
(Available through WEEA Publishing Center. Set of 4 books costs $33.50)

ECO, Expanding Career Options Manual

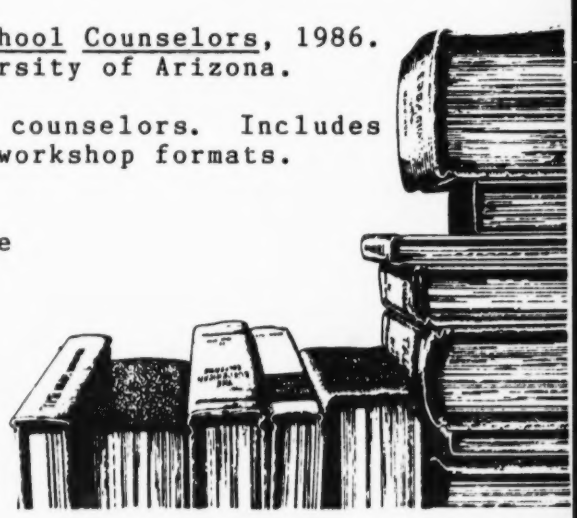
An excellent collection of student activities adapted or adopted from exemplary projects throughout the nation that have focused on the problems of sex bias and sex role stereotyping.
(For availability and cost, contact Michigan State Equity Coordinator)

Educational Equity: Teaching, Learning, Achieving, 1981. Stillwater, Oklahoma: State Department of Vocational and Technical Education.

Curriculum guide consisting of three units: (1) sex fair education strategies, (2) promoting sex fair education, and (3) skills for implementing sex fair education in the classroom.
(For availability and cost, contact Oklahoma State Equity Coordinator)

Equity Training Manual for Secondary School Counselors, 1986. DESC Project. Tucson, Arizona: University of Arizona.

Provides a model for equity training of counselors. Includes assessments, activities, articles, and workshop formats.
(For availability and cost, contact:
DESC Project
Division of Counseling and Guidance
Education Building
University of Arizona
Tucson, Arizona 85721
601-621-7884
or
Arizona State Equity Coordinator)



Rainbow Shave Ice, Crackseed, and Other Ono Stuff: Sex Equity Goodies for the Classroom, 1984. Equal Goals in Occupations Project. Honolulu: Office of the State Director of Vocational Education, University of Hawaii.

Rainbow Shave Ice ... Second Serving: Supplement to Rainbow Shave Ice, Crackseed, and other Ono Stuff, 1984. Equal Goals in Occupations Project. Honolulu: Office of State Director of Vocational Education, University of Hawaii.

Sourcebook of materials that address sex equity issues in vocational education numerous strategies and activities are included to reduce sex stereotyping and sex bias.
(For availability and cost, contact Hawaii Equity Coordinator)

Sex Equity Handbook for Schools, 1981. by David Sadker and Myra Sadker.
$22.50 (hard cover) $17.95 (paperback)
(Available: Longman, Inc.
1560 Broadway
New York, NY 10036
212-764-3950)

Texas VOICE: Vocational Options in Creating Equity.

Quarterly newsletter to promote nontraditional careers.
(Contact: Eva Ross
Ysleta Independent School District
9600 Sims
El Paso, TX 79925)

Women in Nontraditional Careers (WINC): A Training Program Manual, 1985.

Overview of WINC model and materials.

WINC: Curriculum Guide

Comprehensive source of ideas, activities, and resources designed to promote vocational education and sex equity. The curriculum is flexible and may be adapted to a variety of settings.

WINC Journal

Booklet integrates fact, humor, and instruction with blank journal pages to stimulate and guide young women to explore and write down feelings regarding their career planning.

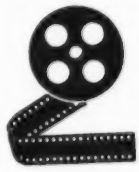
WINC materials are no longer being printed. Libraries, women's centers, state equity coordinators, and Women's Bureau offices may have copies available for loan.

C. Selected Equity and Nontraditional Media

Bias--A Four-Letter Word*
22 minutes, 1978 16 mm. film

Discusses peoples' attitudes toward themselves and each other concerning typical biases; male/female, young/old, tall/short, and so on.

Available (for $500) through:
Malibu Corporation
Box 428
Malibu, CA 90265
213-456-2859



Fable of He and She*
11 minutes, 1974 16 mm. film and 3/4 in. videotape

An animated fable about two groups of creatures on an island who are separated long enough to learn that each can do skills normally reserved by tradition to the other. Challenges stereotyped thinking and sexist philosophies and promotes the advantages of individual self-expression.

Available (for $250-film, $175-videotape) through:
Coronet/MTI
108 Wilmot Road
Deerfield, IL 60015
Attn: Beth Shafer
312-940-1260

Making Points
11 minutes, 1981 16 mm. film

Teenage males discuss their plans for the future as they also assume many roles which have traditionally been viewed as female roles. Developed by Girls Clubs of America National Resource Center.

Available (for $250) through:
Direct Cinema Ltd. Film Library
P.O. Box 315
Franklin Lakes, NJ 07417
201-891-8240

A Man's Place
24 minutes, 1979 16 mm. film

This documentary film describes nontraditional roles held by men with a view toward enlightening or encouraging other men to realize their goals. Encourages discussion on the many facets of sex fairness. Developed by Deanna Chitayat and

Anita Baskind at the Case Institute for Research and Development in Occupational Education, City University of New York.

Available (for $400) through:
Allan Keith Productions, Inc.
630 Ninth Avenue
New York, NY 10036
212-246-0239

Nothing But Options
17.5 minutes, 1983 videotape

Five women in nontraditional math-based careers talk about their backgrounds and how they got where they are.

Available (for $240) through:
Math/Science Resource Network
c/o Mills College
Oakland, CA 94613
415-430-2230

Someone's in the Kitchen with Jamie*
25 minutes, 1981 16 mm. color film

A baseball team and a home economics class campaign to reduce sex stereotyping.

Available (for $500) through:
Learning Corporation of America
108 Wilmot Road
Deerfield, IL 60012
312-940-1260

The Impossible Dream*
8 minutes, 16 mm. color film

How would you like to work at two full time jobs, but be paid for only one? And how would you like your wages for the paying job to be less than what's paid to others who do the same work? A humorous look at the double work load of women everywhere.

When I Grow Up*
20 minutes, 1977 16 mm. color film

This open-ended production serves to increase awareness among educators of the existence of sex-role stereotype practices typically found in the classroom and school. A good workshop aid for school personnel, parents, and older students who can take adult imperfection in stride.

* Available through the Technical Assistance Center of the Southwest on a loan basis.

Glossary of Terms for Sex Equity

ANDROGYNY	A state of being which is free from rigid sex-role stereotypes. The androgynous person is viewed as able to exhibit behaviors that are both traditionally feminine and traditionally masculine.
BIAS	An inclination of temperament or outlook; a highly personal and unreasoned distortion of judgement; a prejudice.
DISCRIMINATE	To make a difference in treatment or favor on a basis other than individual merit, or on a categorical rather than individual basis.
EQUAL	Regarding all persons or objects in the same way; impartial.
EQUALITY	The quality or state of being equal.
EQUALIZE	To make equal or to make uniform; to compensate for so that equality can be obtained.
EQUITY	Moving beyond elimination of discrimination; equalizing, reforming and improving. Based on concepts of fairness and justice.
FEMININE	Having characteristics or behaviors considered unique to women.
MASCULINE	Having characteristics or behaviors considered unique to men.
NONTRADITIONAL OCCUPATIONS	Those not traditionally held by members of one sex. For example, carpentry is a nontraditional occupation for women; nursing, for men.
ROLE	A behavior pattern typically expected of people who share a common characteristic.
SEX AFFIRMATIVE	Providing special assistance to one sex so she or he may benefit from the same opportunities as the other sex.

SEX BIAS	Behaviors resulting from the assumption that one sex is superior or inferior to the other.
SEX DISCRIMINATION	Any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.
SEX EQUITY, SEX-FAIR	Treating both sexes in the same manner.
SEXISM	The collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior or inferior to the other sex.
SEX-ROLE SOCIALIZATION	The differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.
SEX STEREOTYPING	Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
STEREOTYPE	Conforming to a fixed or general pattern; a standardized mental picture that is held for members of a group.
TRADITION	The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instructions; an inherited pattern of thought or action; cultural continuity in social attitudes and institutions.

Reference: Murray, M. Eloise et al, Things Are Not Always As They Seem, 1982, pp. 9-10.

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APPENDIX A

NEW FRONTIERS: STARTLING STATEMENTS QUESTIONNAIRE AND KEY

NEW FRONTIERS
STARTLING STATEMENTS

1. _____ percent of American women, ages 20 and over, work in the labor force.

   A. 63 percent B. 53 percent C. 43 percent

2. _____ percent of American men, ages 20 and over, work in the labor force.

   A. 87 percent B. 78 percent C. 68 percent

3. In March, 1985, _____ percent of wives with infant children one year old or younger were in the labor force.

   A. 28 percent B. 39 percent C. 47 percent

4. A high school female can today expect to spend an average of _____ years working for pay.

   A. 10 B. 22 C. 34

5. _____ out of 10 high school females can expect to be employed for sometime.

   A. 1 B. 4 C. 9

6. The average teenage male can expect to spend an average of _____ years working for pay.

   A. 32 B. 38 C. 43

7. _____ million families are headed by women who are widowed, separated, divorced or never married.

   A. 31 B. 6 C. 10

8. The traditional concept of the American family is a father who is wage-earner and a mother who remains at home caring for two children. _____ of families conform to tradition.

   A. less than 10 percent
   B. about 25 percent
   C. about 35 percent

9. In 1983, the median annual earnings of women working all year long were _____.

   A. $12,156 B. $14,192 C. $15,275

10. In 1983, the median annual earning of men working full-time were _____.

   A. $17,432 B. $19,648 C. $22,410

11. Women are concentrated in _____ occupations.

   A. Clerical
   B. Machine operatives
   C. Professional and technical

12. Men are concentrated in _____ occupations.

   A. Administrative and management
   B. Professional and technical
   C. Craft and craft-related

NEW FRONTIERS STARTLING STATEMENTS

ANSWERS

1. A. 63 PERCENT
2. A. 87 PERCENT
3. C. 47 PERCENT
4. C. 34
5. C. 9
6. B. 38
7. B. 6
8. A. LESS THAN 10 PERCENT
9. B. $14,192
10. C. $22,410
11. A. CLERICAL
12. C. CRAFT AND CRAFT-RELATED

APPENDIX B

TABLE OF ESTIMATED ANNUAL SALARIES OF 148 OCCUPATIONS
REQUIRING LESS THAN A FOUR-YEAR COLLEGE DEGREE

ESTIMATED ANNUAL SALARIES OF 148 OCCUPATIONS REQUIRING LESS THAN A FOUR YEAR COLLEGE DEGREE

	OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
1.	Air Traffic Controllers	$35,500	X	
2.	Insurance Representatives	35,000	X	
3.	Photoengravers	31,824	X	
4.	Real Estate Brokers	31,600	X	
5.	Offset Lithographic Press Operators	30,804	X	
6.	Community Organization Workers	29,600		X
7.	Butchers, All-Around	28,080	X	
8.	Writers and/or Editors	28,000	X	
9.	Letter Press Operators	27,830	X	
10.	Telephone Station Installers	27,081	X	
11.	Ticket Agents	26,520		X
12.	Physicians Assistants	26,400		X
13.	Fire Officers	26,400	X	
14.	Stationary Engineers	26,166	X	
15.	Computer Programmers	26,000	X	

	OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
16.	Automotive Mechanics	25,625	X	
17.	Cable Splicers	25,376	X	
18.	Line Installers and Repairers	25,376	X	
19.	Telephone Installers, Repairers, and Section Maintainers	25,376	X	
20.	Telephone Cable Repairers	25,376	X	
21.	Telephone Cable Installers	25,376	X	
22.	Aircraft Mechanics	25,000	X	
23.	Numerical Control Tool Programmers	24,960	X	
24.	Millwrights	24,960	X	
25.	Welders and Flamecutters	24,960	X	
26.	Diesel Mechanics	24,814	X	
27.	Store Detectives	24,800	X	
28.	Police Officers	24,800	X	
29.	Police Detectives	24,800	X	
30.	Physical Therapists	24,600		X
31.	Postal Mail Carriers and Mail Clerks	24,528	X	

OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
32. Maintenance Painters	24,232	X	
33. Blue Collar Working Supervisors	23,920	X	
34. Hand Bookbinders	23,836	X	
35. Machine Bookbinders	23,836	X	
36. Safety Inspectors	23.700	X	
37. Ex-Construction Inspectors	23,700	X	
38. Inspectors	23,700	X	
39. Photographers	23,600	X	
40. Tile Setters	23,400	X	
41. Boilermakers	23,400	X	
42. Travel and Reservation Agents	23,348		X
43. Electricians	22,880	X	
44. Tool and Die Makers	22,620	X	
45. Structural Metal Fitters	22,360	X	
46. Paperhangers	22,308	X	
47. Designers	21,900		X

OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
48. Postal Service Clerks	21,825	X	
49. Underwriters	21,500	X	
50. Truck Drivers	21,444	X	
51. Construction Inspectors	21,400	X	
52. Pipelaying Fitters	21,060	X	
53. Plumbers and Pipefitters	21,060	X	
54. Structural Steel Workers	21,060	X	
55. Sheet Metal Workers	21,060	X	
56. Reporters and Correspondents	20,800	X	
57. Instrumental Musicians	20,800	X	
58. Furniture Finishers	20,800	X	
59. Optician Dispensing and Mechanics	20,800	X	
60. Furniture Upholsterers	20,800	X	
61. Upholsterers	20,800	X	
62. Lathe Machine Operatives	20,800	X	

OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
63. Dry Wall Applicators	20,800	X	
64. Transportation Agents	20,696	X	
65. Machinists	20,540	X	
66. Police Patrolpersons	20,500	X	
67. Office Machine and Cash Register Services	20,280	X	
68. Bricklayers	19,760	X	
69. Stone Masons	19,760	X	
70. EKG Technicians	19,740		X
71. EEG Technicians	19,740		X
72. Fire Fighers	19,600	X	
73. Trade Buyers	19,500	X	
74. Crane, Derrick, and Hoist Operators	19,500	X	
75. Roustabouts	19,364	X	
76. Refrigerator and Air Conditioner Mechanics	19,240	X	

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OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
77. Coin Machine Services and Repairers	19,073	X	
78. Public Relations Specialist	19,000	X	
79. Sales Agents and Representatives	19,000	X	
80. Cement Masons	18,980	X	
81. Concrete Rubbers	18,980	X	
82. Librarians	18,791		X
83. Secretaries	18,720		X
84. General Utility Maintenance Repairers	18,720	X	
85. Sewage Plant Operators	18,700	X	
86. Water Treatment Plant Operators	18,700	X	
87. Dental Hygenists	18,620		X
88. Sales Clerks and Vendors	18.620		X
89. Plasterers	18,200	X	
90. Gas and Electric Appliance Repairers	18,200	X	
91. Asbestos and Insulation Workers	18,200	X	
92. Statistical Clerks	17,400		X
93. Printing Camera Operators	17,400		
94. Motion Picture Projectionists	17,400	X	
95. Dental and Lab Technicians	17,316	X	

OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
96. Stenographers	17,241		X
97. Correction Officers and/or Jailers	17,200	X	
98. Glaziers	17,160	X	
99. Peripheral EDP Equipment Operators	16,900	X	
100. Carpenters	16,900	X	
101. Metal Working Machine Tool Setters	16,900	X	
102. Surgical Technicians	16,800		X
103. Farm Laborers	16,400	X	
104. Barbers	16,000	X	
105. Caseworkers	15,700		X
106. Assembly Bindery Workers	15,700	X	
107. Computer Operators	15,600		X
108. Auxilary Equipment Operators	15,600	X	
109. Carpet Cutters and Layers	15,600	X	
110. Bus Drivers	15,600	X	
111. Licensed Practical Nurses	15,500		X
112. Assemblers	15,132	X	
113. Farm Equipment Mechanics	15,100	X	
114. Switchboard Operators	15,080		X

OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
115. General Plan Switchboard Operators	15,080		X
116. Jewelers and/or Silversmiths	15,080	X	
117. Group Recreation Workers	15,000		X
118. Shipping and Receiving Clerks	15,000	X	
119. Travel Agents and Accommodations Appraisers	15,000		X
120. Delivery and Route Workers	14,996	X	
121. Roofers	14,820	X	
122. Radio and TV Announcers	14,000	X	
123. Receptionists and Switchboard Operators/Receptionist	13,780		X
124. Radio and TV Services and Repairers	13,560	X	
125. Accounting Clerks	13,500	X	
126. Keypunch Operators	13,260		X
127. Shoe Repairers	13,000	X	
128. Flight Attendents	13,000		X
129. Teacher Aids/Education	12,480		X
130. Dental Assistants	12,300		X
131. Typists	11,793		X
132. Janitors and Cleaners	11,700	X	

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OCCUPATION	*ESTIMATED AVERAGE ANNUAL INCOME	TRADITIONAL FOR MALES	TRADITIONAL FOR FEMALES
133. Guards and Doorkeepers	10,920	X	
134. Tellers	10,800		X
135. Bartenders	10,800		X
136. Survey Workers	10,500		X
137. Nurses Aides and Orderlies	10,500		X
138. Medical Assistants	10,300		X
139. Psychiatric Aides	10,000		X
140. Actors and Actresses	10,000		X
141. Waiters and Waitresses	9,400		X
142. Cooks and/or Cookers	9,400		X
143. Child Care Workers	9,200		X
144. Musical Instruments Repairers	9,000	X	
145. Instrument Repairers	9,000	X	
146. Cashiers	8,840		X
147. Manicurists	7,280		X
148. Cosmetology/Women's Hairstylist	7,280		X

Source: U.S. Department of Labor. April, 1986. Occupational Outlook Handbook. Washington, D.C.: Bureau of Labor Statistics.

APPENDIX C

VOCATIONAL EDUCATION WORKSHEETS

APPENDIX C

VOCATIONAL EDUCATION WORKSHEETS

The purpose of survey forms is to allow administrators, counselors, and teachers to assess their efforts, within their respective institutions, to ensure non-discrimination and sex equity. Each worksheet contains 8-five point scales; the far left point of the scale (1) indicates that little or no action has been taken to ensure implementation of the Title IX requirement for non-discrimination in student access to courses (i.e. possible non-compliance with Title IX). The far right point of the scale (5) indicates the kinds of measures which aid in overcoming sex discrimination, bias, and stereotyping, (i.e. consistent with the mandates of the Education Amendments of 1976 and the Perkins Act). Read each scale, decide where you think your program falls, and circle the number which best corresponds.

Source: Resource Center on Sex Roles in Education. Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Contexts. Washington, D.C.: Resource Center on Sex Roles in Education, October 1977.

APPENDIX C

ADMINISTRATORS

	1	2	3	4	5
1.	No action taken in this area		Issued a policy directive on the implications of the Carl D. Perkins Act and requirements for nondiscrimination for vocational education to all appropriate staff?		Issued a policy directive on the implications of the Carl D. Perkins Act and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?
2.	No action taken in this area		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices, and materials?		Asked staff, students and parents to submit information on instances of sex discrimination, sex bias, sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination?
3.	No action taken in this area		Mandated compliance with Texas Education Agency provisions on access to vocational education courses/programs through administrative directive?		Held mandatory inservice training for all vocational education staff on procedures for providing sex equity in access to courses?

4.	1	2	3	4	5
	No action taken in this area		Reviewed policies governing access to vocational education and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to courses?

5.	1	2	3	4	5
	No action taken in this area		Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways they ensure access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?

6.	1	2	3	4	5
	No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in test or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruitment procedures and materials designed to attract and interest students in enrolling in vocational training for nontraditional occupations?

7.	1	2	3	4	5
	No action taken in this area		Identified all vocational education courses/programs with enrollments of 80 percent or more of one sex and made sure that any such disproportionate enrollments are not caused by sex discrimination in counseling services?		Identified all courses/programs with enrollments of 65 percent or more one sex and developed and implemented action plans for reducing those discrepancies in the number of males and females enrolled?

8.	1	2	3	4	5
	No action taken in this area		Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?		Made curricular and programmatic changes, including provision of support services which will ensure females and males entering and completing courses/programs nontraditional to their sex?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with the Carl D. Perkins Act. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total Equity Score: _____

(Compute total for all scales and divide by 8).

APPENDIX C (Cont.)

COUNSELORS

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Familiarized yourself with the implications of Texas Education Agency compliance requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?		Familiarized yourself with the Education Amendments of 1976 and the Carl D. Perkins Act regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?
2.	No action taken in this area		Reviewed your counseling policies, practices, and materials to assess their compliance with the Texas Education Agency and made modifications as necessary?		Adopted counseling policies, practices, and materials that are not only sex fair but sex affirmative (designed to overcome the effects of <u>past</u> discrimination and bias)?
3.	No action taken in this area		Notified students that all vocational education courses/ programs are open equally to females and males?		Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional occupations may be viable options appropriate to their individual needs and interests?

	1	2	3	4	5
4.	No action taken in this area		Examined all tests, testing procedures, and criteria used in assigning students to vocational courses/programs to ensure that they do not permit or require differential treatment of students or results on the basis of sex?		Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/ participated in training regarding the nonbiased use of sex differentiated tests?
5.	No action taken in this area		Have you demonstrated that any testing materials which have a disproportinately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?		Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?
6.	No action taken in this area		Reviewed all course enrollments by sex to identify those with 80 percent or more one sex?		Examined all course enrollments by sex to identify those with 65 percent or more of one sex?
7.	No action taken in this area		Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you have found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in the number of females and males in in courses in which you have found disproportionate enrollments?

8. 1	2	3	4	5
No action taken in this area		Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices or materials relating to student access to vocational education?		Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with the Carl D. Perkins Act. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total Equity Score: _____

(Compute total for all scales and divide by 8).

APPENDIX C (Cont.)

TEACHERS

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Familiarized yourself with the regulatory requirements of the Carl D. Perkins Act and their implications for your program area in relation to equity?		Familiarized yourself with the requirements of the Carl D. Perkins Act and/or considered actions which might be taken in your courses/ programs to overcome sex bias and stereotyping?
2.	No action taken in this area		Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria?		Made curricular and programmatic changes, including provision of support services, which will assure males and females entering and and remaining in courses/programs nontraditional to their sex?
3.	No action taken in this area		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you are responsible?		Examined all course descriptions and curriculum guides to ensure that females and males needing supplemental education in your area because of past sex bias or discrimination receive such help?
4.	No action taken in this area		Reviewed all course enrollments by sex to identify those with 80 percent or more of one sex?		Examined all course enrollments by sex to identify those with 65 percent or more of one sex?

5.	1	2	3	4	5
	No action taken in this area		Taken steps to assure yourself that sex discrimination is not a causative factor if you have found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you found courses with disproportionate enrollments?

6.	1	2	3	4	5
	No action taken in this area		Submitted information to your supervisor regarding any instances of discrimination you have identified in policies, practices, and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

C-9

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your programs is in compliance with the Carl D. Perkins Act. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be found by your State vocational education agency under the Education Amendments of 1976.

Total Equity Score: _____

(Compute total for all scales and divide by 6).

APPENDIX D

EXAMPLES OF MATERIALS FIELD-TESTED BY TEACHERS

APPENDIX D: Examples of Materials Field-Tested by Teachers

What is sex-role stereotyping?

Attitudes toward nontraditional careers

Occupational Language

Once upon a time

Traditionally speaking

Going to the source, personal interviews

For use with:
Students
Faculty
Parents

ACTIVITY SHEET ATTITUDES TOWARD NONTRADITIONAL CAREERS*

The Attitudes Toward Nontraditional Careers scale was developed for use with student learners. The items have been designed to explore attitudes regarding three areas--women and work; nontraditional careers for women; and nontraditional careers for men.

The scale can be used by facilitators in several ways. For those who would like to assess change in learner attitudes over time, the scale may be administered first as a pretest before the use of the materials, and then as a posttest after the materials have been experienced. Facilitators may also want to use the scale for comparisons between groups of learners. In addition, the facilitators may want to use the scale as a starting point for discussion.

SCORING

The scoring to be used with the scale is an averaging procedure. In order to establish a numerical base, each of the five rating positions (SA, A, N, D, SD) should be assigned a number starting at the left by assigning the number "1" to "Strongly Agree" and ending on the right by assigning the number "5" to "Strongly Disagree". The scores for each statement are then averaged. For example, if there are ten people participating, add the ten ratings for the first statement and then divide the total by ten. Continue this procedure for each statement. It is important to note that the numbers obtained as a result of the averaging process have no value, but only serve to identify a position on the scale.

*Adapted from and reprinted with permission of Fredell Bergstrom PROJECT EVE, University of Houston, and Houston Community College, 1975.

SOURCE: The Whole Person Book: Towards Self Discovery and Life Options. (Lincoln, Nebraska: Nebraska Commission on the Status of Women), August, 1977.

ATTITUDES TOWARD NONTRADITIONAL CAREERS

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

1.	Full-time, outdoor jobs are unsuitable for females.	SA	A	N	D	SD
2.	Most women would marry a man even though he works as a secretary/clerk.	SA	A	N	D	SD
3.	Women who have paid jobs are unhappy.	SA	A	N	D	SD
4.	Truck driving is an appropriate career for females.	SA	A	N	D	SD
5.	Men are not patient enough to work with small children in nursery school.	SA	A	N	D	SD
6.	Boys interested in being a hair stylist are sissies.	SA	A	N	D	SD
7.	A woman can have a career while raising a family.	SA	A	N	D	SD
8.	Money is the only reason that adult women work outside the home.	SA	A	N	D	SD
9.	Physically, women are not capable of working as fire fighters.	SA	A	N	D	SD
10.	A woman can be a good mother while working full-time as a stockbroker.	SA	A	N	D	SD
11.	Women are becoming too independent today.	SA	A	N	D	SD
12.	Most boys do not have the finger coordination to be a typist.	SA	A	N	D	SD
13.	Generally, females perform best at jobs where they are working with people.	SA	A	N	D	SD
14.	High school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair.	SA	A	N	D	SD
15.	A man can be a good father while working full-time as a nurse.	SA	A	N	D	SD
16.	Boys should be encouraged to plan professional careers which require more than four years of college.	SA	A	N	D	SD

17. Women would not be good as high school principals because they could not handle the boys. SA A N D SD

18. Ballet dancing is an appropriate career goal for boys. SA A N D SD

19. Most women who work in machine shops are unfeminine. SA A N D SD

20. Women should be encouraged to plan professional careers which require more than four years of college. SA A N D SD

21. Most men would marry a woman even though she works as a plumber. SA A N D SD

22. There is increased juvenile delinquency in families where the mother works. SA A N D SD

23. Most high school girls would laugh at a girl who enrolled in television repair. SA A N D SD

24. Vocational occupations are too dirty for women. SA A N D SD

25. Law is an appropriate career for women. SA A N D SD

26. Women who choose to join the labor force can also be competent mothers. SA A N D SD

27. A man is avoiding his responsibilities when he is at home full-time. SA A N D SD

28. When planning for a career a high school girl should consider technical and skilled jobs that have traditionally been for males only. SA A N D SD

29. Women can be effective business managers. SA A N D SD

30. Most girls are physically strong enough to be welders. SA A N D SD

31. All adult women should be prepared to support themselves financially. SA A N D SD

32. Girls should learn a job skill while in high school. SA A N D SD

33. Being a librarian is not a suitable career for men. SA A N D SD

34. Married women should only work when their income is necessary to support the family. SA A N D SD

35. Women are smart enough to become engineers. SA A N D SD

36. A woman can be a good mother while working full-time as a nurse. SA A N D SD

37. Women should be encouraged to work outside the home. SA A N D SD

38. Men are better bosses than women. SA A N D SD

39. Most women are not smart enough to be bankers. SA A N D SD

40. Teaching woodworking is a suitable career for women. SA A N D SD

Occupational Language

Rewrite the following sentences so that the thought is expressed in an equitable way.

1. Television stations frequently interview the man on the street.

2. The farmer and his wife work hard.

3. The little women played a good game of golf.

4. The film featured Dr. Anna Smyth, one of the well-known female doctors whose studies of blood plasma significantly contributed to man's understanding of microbiology in the nineteenth century.

Newspaper Advertisement

INDEPENDENT BUSINESSMEN. . .

Yes, your Marshall Chronicle carrier is an Independent Businessman just like many of our city's merchants. He buys wholesale and sells retail. The difference is his profit. His business success depends on his ability to deliver his product and collect for it.

Help your carrier by letting him know if his service can be improved and by paying him when he comes to collect.

Marshall
Evening Chronicle

Directions: Rewrite this newspaper advertisement using neutral language.

5. Marketing analysts are trained to interview a subject in her home and research the products her family uses.

6. A teacher can encourage her students to pursue careers in education by sharing some of her personal experiences.

7. They'll hire girls, too, and handicapped people will find jobs if they qualify.

8. For the keen, diligent and interested young man. . .

9. The words were spoken by a breathtakingly beautiful blonde young woman.

10. Another example of life insurance. Consider the effect on a family of the loss of its father. What can the mother do to support herself and the children?

What is Sex-role Stereotyping?

One way of looking at sex-role stereotyping is that it is something that limits what both men and women can do to fulfill their potential. When the term "sex-role stereotyping" is used, it frequently reflects to the roles a man or woman is expected to follow in our society. Language, images, and attitudes can all convey sex-role stereotyping. Some examples of sex-role stereotyping in attitudes are:

1. men should not cry in front of others...
2. women should not worry about careers-after all, they are only waiting to find a husband...

The other terms used in this unit are "traditional" and "nontraditional." These terms also describe expectations about the roles both men and women have in our society. "Traditional" refers to that set of ideas about the functions of men and women which have been accepted and promoted by society in the past. "Nontraditional" means assigning roles to women that had been acceptable only for men in the past, and assigning roles to men that had been acceptable only for women.

Sex-role stereotyping can be learned in many ways. Attitudes about the careers men and women are permitted to follow are often learned through the family, mass media, school, or even history. Learning about sex-role stereotyping begins at an early age. In children's books, for example, picutres and stories illustrate males playing the important or dominant roles and females the minor or passive roles.

While watching television, a child can learn that men's careers include doctors, lawyers, executives, and police officers. Women are generally shown as nurses, secretaries, or teachers. This gives children the idea that there are certain careers for men only and certain careers for women only.

In everyday language, sex-role stereotyping is apparent in the songs, commercials and films we listen to and in the newspapers and magazines we read. For example, the word "house-wife" implies that only females are homemakers. "Fireman" and "repairman" indicate that only males do these jobs.

Looking at jobs with a nontraditional eye will help you to see that both males and females have interests and skills that allow them to do almost any type of work.

Source:

New Career Realizations
EVO Materials 1979

Name: "ONCE UPON A TIME"

Purpose

To help students think about their preparation for the world of work.

To reinforce students' awareness of stereotyped role expectations in the world of work and in the family.

To increase students' understanding of how changing roles will affect career and vocational decisions.

Process

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. (This may be done as a homework assignment).

After students have read the story, they should complete the second sheet by checking off each item applicable to them.

Discussion Focus:

When completed, ask students for their interpretation of their responses. Read and discuss the scoring.

Setting

Total group

Material

Males receive a copy of "Prince Charming - Females receive a copy of "Cinderella".

All students receive a copy of scoring instructions.

Time

1 Hour

Prince Charming

Once upon a time there lived a fine young man named "Prince Charming". He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming", he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome and brave. Eventually the Queen felt that Prince Charming should find himself a young women to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check (✓) each item that applies to you.

____1) I expect to be the sole breadwinner of my family.

____2) I can cook.

____3) I would teach my daughter or sister how to work on a car.

____4) I have investigated <u>all</u> high school job training courses including child care and nursing.

____5) I feel financial matters are best handled by a man.

Source: <u>Expanding Career Options</u>. Network Project, Wayne County Intermediate School District, 33500 Van Bom Road, Wayne, Michigan 48184
313-467-1427

___6) I know how much money it takes to feed a family of four for a week.

___7) I would allow my son to play with dolls.

___8) I can sew.

___9) I see girls as people, not sex objects.

___10) I feel women belong in the home.

___11) I iron my own clothes.

___12) I can raise children.

___13) I know how to care for a baby.

___14) I'm not afraid to be the only guy in any class.

___15) I see women as lovely things to be admired for their beauty.

___16) I can clean.

___17) I plan to have a career outside of the home.

___18) I plan to learn to take care of myself even if I marry.

___19) I can cry and show emotions.

___20) I feel women should raise children.

___21) I feel women have as much of a need and right to a career as men do.

___22) I open doors for women because they need help.

___23) I recognize that most differences in the behavior of men and women are learned.

___24) I feel comfortable going out with an intelligent girl.

___25) I hope to marry and have a wife to stay home and take care of me.

Cinderella

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check (✓) each item that applies to you.

____1) Graduating from high school is not important.

____2) I'm not afraid to be the only girl in any class.

____3) I know how much money it takes to feed a family of four for a week.

____4) I stand up for myself.

____5) I think a woman's place is in the home.

____6) I have career plans.

____7) I can wash clothes.

____8) I am informed about EEOC.

____9) I can raise children.

____10) I cannot manage money.

____11) I demand equal pay for equal work.

____12) I read newspapers and news magazines.

____13) I can list 20 different jobs open to women.

____14) I can cook.

____15) I prefer love stories and movie magazines.

____16) I have investigated <u>all</u> high school job training courses including woodworking and welding.

___17) I can fix a flat tire.

___18) I know how to care for a baby.

___19) I know about apprenticeship programs.

___20) I don't worry about the future.

___21) I can sew.

___22) I plan to have a skill before marriage so that I can always get a job.

___23) I can clean.

___24) I think I can do any job a man can do, as long as I receive the proper training.

___25) I expect to marry and expect my husband to be the breadwinner.

"Don't change me at all, Fairy Godmother. If the Prince can't love me for what I am, then phooey on him."

Once Upon a Time

Scoring Instructions

Scoring: FEMALES

If you checked items 1, 5, 10, 20 and 25 you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of ten high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake up! Prince Charmings are hard to come by and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thought to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21, and 23 you are probably very capable of managing a home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24 you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you don't think you will have to manage a home. You've given your future some thought but you still have to do some more thining. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family and career life. Congratulations!

Scoring: MALES

If you checked items 1, 5, 10, 15, 20 and 25 you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you don't beleive in glass slippers so what are you waiting for? You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and

women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 20 and 25 - let's hear it for you. You are ready to take on the world. You know about all kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you choose to be with a women she will probably have a career too. You are on your way to being a liberated man. Congratulations!

TRADITIONALLY SPEAKING

DIRECTIONS:
Each group of questions represents a period in your life. Your recollection and observations of other children are extremely important in this activity. Answer the following questions with short statements.

MALE	FEMALE
INFANCY:	INFANCY:
Symbolic Colors_____	Symbolic Colors_____
TODDLER:	TODDLER:
Type of clothing_____	Type of clothing_____
_____	_____
Kinds of toys_____	Kinds of toys_____
Activities encouraged_____	Activities encouraged_____
_____	_____
ELEMENTARY SCHOOL AGE:	ELEMENTARY SCHOOL AGE:
Type of clothing encouraged_____	Type of clothing encouraged_____
_____	_____
Kinds of toys/games_____	Kinds of toys/games_____
_____	_____
Type of after school activities encouraged	Type of after school activities encouraged
_____	_____
JUNIOR HIGH SCHOOL AGE:	JUNIOR HIGH SCHOOL AGE:
Type of after school activities (such as sports, clubs, etc.)	Type of after school activities (such as sports, clubs, etc.)
_____	_____
_____	_____
Responsibilities at home_____	Responsibilities at home_____
_____	_____
Unwritten rules for behavior_____	Unwritten rules for behavior_____
_____	_____
HIGH SCHOOL AGE:	HIGH SCHOOL AGE:
Type of in/after school activities_____	Type of in/after school activities_____
_____	_____
Type of courses selected_____	Type of courses selected_____
_____	_____
Responsibilities in the home_____	Responsibliities in the home_____
_____	_____
Unwritten rules for behavior_____	Unwritten rules for behavior_____
_____	_____

Source:
Voice Your Choice - EVO Materials 1979